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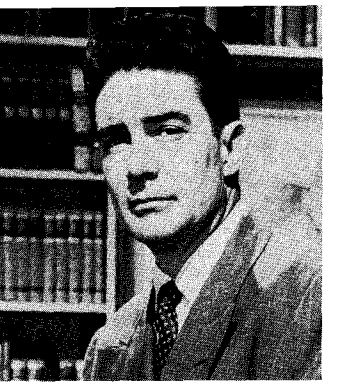

DAN SMOOT

WASHINGTON: THE MODEL CITY

On January 18, 1963, President Kennedy said of Washington, D. C.:

"Let us make it a city of which the nation may be proud — an example and a show place for the rest of the world."

The remark was strangely reminiscent of one made by President Eisenhower nine years before. When the Supreme Court handed down its school desegregation decision in May, 1954, President Eisenhower, praising the Court, urged Washington, D. C., officials to hasten integration of public schools, in order to make the capital city a model for the nation. District school officials complied immediately.

At the time of integration, the District of Columbia school system was rated among the best in the nation. Twenty-nine months later — in September, 1956 — a Congressional subcommittee began an investigation to find out how racial integration of public schools was working out. United States Representative James C. Davis (Democrat, Georgia) was Chairman of the subcommittee. Mr. William Gerber served as counsel.

The following are excerpts from the subcommittee's transcript of hearings on September 19, 1956.

TESTIMONY OF MR. C. MELVIN SHARPE, PRESIDENT OF THE DISTRICT OF COLUMBIA BOARD OF EDUCATION:

MR. GERBER: Mr. Sharpe, prior to September of 1954 under what system were the District of Columbia schools operated?

MR. SHARPE: They were operated on what we call the dual system of schools. We had Division 1, which was to designate the white schools, and Division No. 2, designated for colored.

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MR. GERBER: . . . did the two school systems . . . have access to the same curriculum?

MR. SHARPE: They did.

MR. GERBER: Did they have access to the same textbooks?

MR. SHARPE: . . . I had every reason to believe that there had been no discrimination whatsoever in the textbooks, the schools, buildings, teachers and whatnot. We had a very eminent man in charge of Division 2 . . . a colored man. . . . I thought he did an admirable job.

MR. GERBER: How long after . . . [the Supreme Court decision of May 17, 1954] was handed down did the Board of Education vote to integrate the District of Columbia schools?

MR. SHARPE: . . . within two weeks.

MR. GERBER: Mr. Sharpe, do you find that, after the schools were integrated, a great many white children . . . withdrew from the public schools?

MR. SHARPE: I did.

MR. GERBER: Where did they go? . . .

MR. SHARPE: . . . to Virginia and Maryland, and . . . private schools. . . .

MR. GERBER: . . . Was it the contention of the proponents of integration . . . that integration would reduce the cost of operation of the schools?

MR. SHARPE: Yes, sir; that was the professional advice we received.

MR. GERBER: That professional advice, you found, was all wrong?

MR. SHARPE: That is right.

DEPOSITION OF MR. JOHN PAUL COLLINS WHO WAS TOO ILL TO APPEAR BEFORE THE COMMITTEE:

My name is John Paul Collins. After 34 years in the District of Columbia school system, I retired last year as a result of ill health directly attributable to the conditions that developed in Eastern High School after the integration of the District Schools. During my tenure in the District school system I served as principal at Anacostia High School and Eastern High School.

After integration of the schools in 1954, . . . the problem of discipline was tremendous. . . .

At times, I heard colored girls at the school use language that was far worse than I have ever heard, even in the Marine Corps.

White children manifested a spirit of cooperation to help the colored children become acclimated, but these efforts were not particularly successful.

Fighting, including several knifings, went on continuously. . . .

There have been more thefts at Eastern in the last two years than I had known in all my 30-odd years in the school system. A teacher, still active at Eastern, told me recently that stealing is now so rife at the school that it is no longer practical to attempt to report all stealing incidents.

There were many sex problems during the year following integration. . . . I overhead two colored boys making obscene remarks about white girls who were passing in the hall. I promptly suspended the boys, until such time as I could get satisfactory assurances from their parents that they would discontinue such conduct. My authority to do this was questioned by the administration, but I stuck to my guns.

White girls complained of being touched by colored boys in a suggestive manner when passing them in the halls. One white girl left school one afternoon and was surrounded by a group of colored boys and girls. One of the colored boys put a knife at her back, marched her down an alley and backed her up against a wall. While the group debated as to whether they should make her take her clothes off, she broke away and ran home. . . .

On another occasion a colored girl complained to me that a colored boy had exposed himself to her in the classroom. I got hold of the boy and found him to have a record of sex offenses, and recommended that he be re-

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moved from Eastern. This recommendation was accepted.

Never in all of my experience have I observed such filthy and revolting habits in the lavatories. Some of the urinals were completely torn away from the walls. Nothing like this had ever occurred prior to integration. . . .

Colored children have been known to forge names at the school bank.

There were a dozen or more colored girls who became pregnant during my last year at Eastern. Pregnancy among white girls was very rare, and had occurred only in isolated instances.

Superintendent Corning ordered all school records to be kept without regard to race. This order was repeated several times during the school year.

The colored students dominated the failing groups, which were much larger than any year before integration. . . .

The average colored student cannot keep up with the average white students academically. . . .

I can say from experience that integration has brought about a lowering of public-school standards and student academic achievement in the District public schools. It has created problems of discipline that have disrupted educational processes. It has created grave social problems that cannot be solved under existing circumstances. . . .

TESTIMONY OF MR. HUGH STEWART SMITH, WHO HAD BEEN PRINCIPAL OF JEFFERSON JUNIOR HIGH SCHOOL, WASHINGTON, D. C., FOR 26 YEARS:

MR. GERBER: Prior to integration, was this an all-white school?

MR. SMITH: Yes.

MR. GERBER: Mr. Smith, what was the percentage of white and colored in your school last year?

MR. SMITH: About 55 per cent Negro; 45 per cent white. . . .

MR. GERBER: Mr. Smith, after the integration of the school systems here in the District of Columbia, did you encounter any unusual disciplinary problems?

MR. SMITH: . . . you get many of these [colored] children who thought that you got what you wanted by fighting. We had a great deal of attempting to get, let us say, small bits of money from children at lunchtime. . . . I think we had threats for the first time, to both the person and property of teachers. . . .

MR. GERBER: Does the disciplinary problem . . . have any effect on the teachers' being able to teach?

MR. SMITH: Any time you have discipline problems, that happens. That is one of the areas that I think we have been unable to entirely cope with in our public schools. We have no way to put these children who are vicious out of the school, for any reason at all. The law says they are to be in school until they are 16 years old.

MR. GERBER: Mr. Smith, did you find that the Negro pupils that came to your junior high school from the colored schools were properly graded?

MR. SMITH: I can't tell how they were graded in the elementary school, but the children who came to me were very much retarded, far more than our white children had been. Also, many of them had been passed when they hadn't gone to school. . . .

We had a few children who were in our top group, but had I gone completely on the records of achievement, even those few colored children in that top group would probably not have been able to be there. . . .

MR. GERBER: Mr. Smith, has there been a difference in the I.Q. of the students that you had previous to integration, and what you have got now?

MR. SMITH: Yes, sir; that has fallen every year. I think that I would like to have you realize that I am in a part of our city which has always been a low economic area. It has always been that. But 10 years ago we had an

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average I.Q. for the school of 96, and this year it has dropped down to 85. With the incoming seventh grade, the average is 82, so it is still going down.

MR. GERBER: . . . Don't you think that the . . . upper-grade students have suffered educationally as a result of being mixed with these lower-achievement students?

MR. SMITH: Not in the junior high school. We . . . group children according to their achievements. In the top group, even when we began integration, we had frankly only a few Negro children who achieved what the white children were achieving, and they went into the group, but the bottom groups were almost entirely Negro children. . . .

CONGRESSMAN WILLIAMS: Do you notice a difference in white children's rate of achievement coming from those same neighborhoods, with the same economic status as their colored neighbors?

MR. SMITH: Yes.

CONGRESSMAN WILLIAMS: Then, on the basis of that, could you say that environment and economic status are not the sole contributing factors to that condition?

MR. SMITH: Yes, sir.

TESTIMONY OF MRS. HELEN R. MAGUIRE, PRINCIPAL OF DAVIS ELEMENTARY SCHOOL, WASHINGTON, D. C.:

MR. GERBER: Mrs. Maguire . . . what [is] your school population?

MRS. MAGUIRE: . . . about 775. . . . It is about 90 [per cent] colored and 10 per cent white. . . . And two years ago it was a white neighborhood.

MR. GERBER: What is it now?

MRS. MAGUIRE: Well, it is mostly a colored neighborhood. And it will be, as soon as the people can sell their houses. They are all for sale. All the white people's houses. . . .

MR. GERBER: Mrs. Maguire, did you have any trouble about the demotion of a child in your school last year?

MRS. MAGUIRE: Not last year, but the first year I had one little boy who was a disturbance. He was an emotional problem. He did absolutely nothing in the classroom but upset the classroom. And I put him from a first grade to a kindergarten, simply to study him. I didn't know what to do with him. He upset everybody in the classroom. And I said to the kindergarten teacher, "Let's put him here and let him come three hours a day, and maybe we can find the best place for him."

MR. GERBER: And what happened about that? Did you get a call from anybody about it?

MRS. MAGUIRE: I got a call from the mother first, asking me about it, and I wrote her a note and explained why we were doing it. And at 3 o'clock in the afternoon, after school was dismissed, I got a call from a Dr. Knox, I think it is, from Howard University. And he was head of the — he told me that he was head of the educational committee for the NAACP and that he wanted to know why I had put this child back. And the mother had called him, he said, and he was very adamant as to why I had put the child back to the kindergarten. The child was old enough to be in the first grade, and "that is where he should be."

And I said, "Well," — I tried to explain to him the conditions.

But I said, "Dr. Knox, I have been in the school system 35 years, and you are the first person from any organization that has ever questioned what we do to children when we are trying to do the best we can."

And so he talked on, and he said, "Still, that child should be in the first grade. He is old enough to be in the first grade, so you put him there."

He said, "I will give you three days, and then you will hear from me again."

Well, you can imagine the condition I was in. . . . It was the first time anything like that had ever happened to me, and I really was very upset. I didn't do it. I studied the child. And

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when I made my study, I put him where he should be. . . . And I didn't hear any more of it.

CONGRESSMAN WILLIAMS: Mrs. Maguire, would you . . . venture an opinion as to whether the level of school achievement, on the average, is as good today among the students as it was two years ago?

MRS. MAGUIRE: Oh, no. It isn't. It is way down. And the teachers are saying to me, "We have just got to lower everything we do." And the spark is gone. . . .

TESTIMONY OF MRS. KATHERINE REID, TEACHER AT TYLER SCHOOL, WASHINGTON, D. C.:

MR. GERBER: Do you remember approximately how many children you had to teach last year?

MRS. REID: I had 41 children, 31 colored.

MR. GERBER: And 10 white?

MRS. REID: Yes.

MR. GERBER: Mrs. Reid, did you find any disciplinary problem in your class and in your school, after the schools were integrated, that you didn't have prior to integration?

MRS. REID: I found it very difficult. White teachers are not supposed to use corporal punishment, and I found it very hard to make the colored children do what I told them. And one day I was talking to a little colored girl, and one of the colored boys said, "Miss Reid, why don't you stop talking to her and bat her over the head, the way her last teacher did?" . . . I did find them hard to control.

MR. GERBER: Did you have any sex problems in your third and fourth grades in that elementary school? . . .

MRS. REID: Well, I had a colored boy who was very fresh with a little white girl. And I spoke to the little white girl and told her to go back to her seat and told the colored boy to take his seat, and he said, "Don't you want us to be friends?" And I said, "Yes, I want you to be friends, but right now I want you to work and do your school work, and this has nothing to do with what you have been doing."

And then I had a colored boy who exposed himself to a white girl. He did it several times.

Finally, in exasperation, I said to the white girl, "Just don't look."

CONGRESSMAN DAVIS: Is that a constant thing, then, this sex situation? . . .

MRS. REID: Well, I wouldn't say it was constant. . . . I had these two incidents which stand out in my mind. There were plenty of others in the bathrooms, in the lavatories. I mean, teachers were constantly on guard. But I wouldn't want to use the word "constant."

CONGRESSMAN DAVIS: Was last year the first year those conditions had existed?

MRS. REID: Well, last year was the first year I had colored children. I don't remember any particular ones with white children, of that particular kind.

MR. GERBER: Did you have any destruction of property there in the school that you didn't have prior to integration?

MRS. REID: Yes. Books, pencils; the books were terrible. I mean, their misuse of books.

MR. GERBER: You mean the students would steal books?

MRS. REID: I mean they would bat each other over the heads with the books.

TESTIMONY OF MR. ARTHUR STOREY, PRINCIPAL OF THE McFARLAND JUNIOR HIGH SCHOOL, WASHINGTON, D. C.:

MR. GERBER: Mr. Storey, what was the school population at McFarland last year, do you recall?

MR. STOREY: Our maximum enrollment last year was about 1,300. . . . I would estimate it is between 60 and 70 per cent [colored]. . . .

MR. GERBER: Mr. Storey, can you tell us about some of the disciplinary problems you had last year?

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MR. STOREY: Yes. They would be such things as stealing, boys feeling girls . . . disobedience in the class room, failure to obey teachers, carrying knives, and that type of thing.

MR. GERBER: I will ask you if during last year it was necessary for you to have the police at the school?

MR. STOREY: Oh, yes. . . .

CONGRESSMAN WILLIAMS: Did you find it necessary during your entire tenure as principal to request police assistance . . . to keep order, prior to . . . integrating the schools?

MR. STOREY: No, sir.

CONGRESSMAN WILLIAMS: Could you tell us from . . . memory how many times in 1955 . . . you found it necessary to request police assistance?

MR. STOREY: . . . I imagine around 50 times.[1]

The Horror Spreads

The Supreme Court's Mallory Case decision in 1957 made matters even worse. Andrew R. Mallory, a 19-year-old-negro, confessed to raping a woman in the cellar of her apartment house (where he caught her while she was doing the family washing). Mallory was tried and convicted in a Washington District Court. His conviction was upheld by the Court of Appeals.

The conviction was reversed by the Supreme Court in a unanimous opinion written by Justice Frankfurter, who referred to the confessed rapist as a "19-year-old lad." The Supreme Court did not suggest that there was any doubt about Mallory's guilt. There was no question of police brutality or third-degree treatment. The Supreme Court caused Mallory to be set free and go unpunished for his crime, merely because the police had questioned him before his formal arraignment. The decision means that Washington police cannot question a suspect before he is formally arrested and arraigned unless the suspect agrees. If he is arrested, he cannot be questioned at all, without his consent.[2]

When police are prohibited from *questioning* suspects — particularly in such crimes as rape, where material evidence of guilt is often non-existent or extremely difficult to obtain — police are almost helpless to afford society adequate protection. Since the Mallory case decision, hideous incidents have become commonplace in our nation's capital.

A congressional secretary was stabbed and robbed by a negro while she knelt to pray in St. Peter's Catholic Church on Capitol Hill. The wife of a general was attacked in her bathtub, by a negro who had broken into her home. Two negroes broke into an apartment at midday and attacked the granddaughter of a Washington official. A retired minister's wife was criminally assaulted in her own home. Mrs. Brooks Hays, wife of a Special Assistant to the President, was robbed and injured by a 17-year-old negro who forced his way into her bedroom.

A 79-year-old colored Baptist preacher, living in retirement in Washington, took a stroll in his neighborhood one Saturday evening after dinner. Four young negroes robbed him and beat him to death. The killers got $1.29 — which they spent on cakes and soft drinks immediately after leaving the old man dying on the street. There were several witnesses to the murder, but none offered the old man any help, and none would offer the police any help in identifying the murderers. Whether the witnesses were afraid or indifferent, no one really knows.[3]

These are typical of recent incidents which came to public attention.

On Thanksgiving Day last year, 48,000 spectators attended a high school championship football game at District of Columbia Stadium. The rival teams were from St. John's Catholic High School (practically all-white) and Eastern High School (practically all-

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colored). The huge crowd was approximately 90% negro.

The white team won the game; and thousands of negro spectators swarmed through the stadium, parking lots and surrounding neighborhood, clubbing, stabbing, beating, pelting every white person (man, woman, or child) whom they could reach. Police were overwhelmed, unable to maintain order — which was restored only after the violence had burned itself out and the white victims had escaped the area.

On March 12, 1963, a 21-year-old negro (with a police record of arrests, convictions, and paroles dating back to 1953) snatched the handbag of a young white woman (a clerk in the Navy Bureau of Weapons) who was six-months pregnant. She chased the man for several blocks, calling for help. No one attempted to help in any way — until two policemen heard her cries and saw the man she was following. They cornered the negro, who fought and broke away. One policeman (a rookie) pulled his gun and ordered the negro to halt. The negro kept running. The policeman fired one shot and killed the man.

A District Coroner's Jury found that the policeman had acted properly in line of duty. The Metropolitan Washington Citizens' Crime Commission commended the officer for "prompt and courageous . . . assistance to a victim of a crime."

But the Washington Chapter of CORE (Congress of Racial Equality) protested this incident as evidence of "police brutality," saying the policeman had "murdered" the negro. The Washington branch of the NAACP (National Association for the Advancement of Colored People) and the Urban League also protested.[4]

The Showplace

Eisenhower and Kennedy said integration should convert Washington into a model and showplace, and that has happened. Washington has become a showplace — as the sick capital of the American Republic.

In 1950, the total population of Washington was 802,178. Of that total, 518,207 were whites; 283,971 were negroes. In 1960, the total population was 763,956. Of that total, 343,308 were whites; 420,648 were negroes. The white population decreased 174,899. The negro population increased 136,677.

Between 1950 and 1960, the white population of Washington decreased 33%; the negro population increased 48% — resulting in a net population decrease of 5%, during a ten-year period when most other major American cities were growing enormously.

As the negroes continue to pour in, the whites continue to flee; and the social blight spreads.

In 1960, negroes constituted 54.8% of the total population of the nation's capital. They commit 84.6% of all reported crimes.[5]

Major churches in Washington bar their doors against all visitors who cannot identify themselves; and women staff workers are warned to admit no one on church properties if there are not enough male staff members present to offer the women protection.[6]

Sex crimes have become so numerous in the nation's capital that police have instituted an escort service for women workers going to and from work at certain times and in certain sections of the city. Some of the sections where this escort service is necessary are around Capitol Hill. Indeed, the Supreme Court has issued an official bulletin, warning women employees to take full advantage of the police escort service.

It is impossible for police to guard and protect all the women of Washington, so many must look to their own protection. Washington stores now sell small tear-gas pens and pocket-size sirens which women can carry in their purses. (In 1962, the American Embassy in Leopoldville ordered some of these devices for the protection of white women in that Congo city, after two of the embassy women had been assaulted on the streets).

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A negro arrested for robbing liquor stores in daylight explained he prefers daytime operations because he is afraid to carry money on the streets at night.[6]

Venereal disease is reaching epidemic proportions among Washington teenagers. Practically all of those infected are negroes. One out of every 5 children born in the nation's capital is illegitimate: 92% of the illegitimates are negroes. In 1961, Washington's crime rate was up 41% over the 1958-1960 average; the national increase for that period was 14%.[5]

Negroes constitute 85% of the public school population in Washington. Hence almost total segregation is again in effect, nine years after Eisenhower ordered immediate, compulsory integration as a means of making the Washington school system a model for the nation. Schools that were all white are now all negro. A few predominantly-white schools remain — in expensive neighborhoods where high-salaried governmental officials and wealthy persons live. The few white children who remain in predominantly-negro schools belong to families who cannot afford to move or send their children to private schools, or elsewhere.

Apologists for the situation claim that the negroes behave as they do, because they have been mistreated in the South and have never had a chance; but the truth is that policies of the federal government — in the hands of politicians, both Republican and Democrat, who degrade the whole nation by bidding for negro votes — have created the ugly sore in Washington, D. C. And the sore is rapidly spreading, through cities all across the land — with the President of the United States himself encouraging a lawless minority to insurrection and civil disturbance which threaten to become bloody revolution.

NEXT WEEK: More on the racial problem.

FOOTNOTES

(1) "Congress Hears — How Mixed Schools Are Working In Washington," *U. S. News & World Report*, September 28, 1956, pp. 98-107
(2) Statement by U. S. Senator William E. Jenner (Republican, Indiana) to the Senate Internal Security Subcommittee, August 7, 1957
(3) *The Evening Star*, Washington, D. C., April 19, 1963
(4) Remarks of U. S. Representative William B. Widnall (Republican, New Jersey), *Congressional Record*, March 18, 1963, pp. 4209-11
(5) "The Blight in the Nation's Capital," *U. S. News & World Report*, February 18, 1963, pp. 37-9
(6) "Washington, D. C. — Portrait of a Sick City," by Fletcher Knebel, *Look Magazine*, June 4, 1963

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WHO IS DAN SMOOT?

Born in Missouri, reared in Texas, Dan Smoot went to SMU in Dallas, getting BA and MA degrees in 1938 and 1940. In 1941, he joined the faculty at Harvard as a Teaching Fellow in English, doing graduate work for a doctorate in American Civilization.

In 1942, he left Harvard and joined the FBI. As an FBI Agent, he worked for three and a half years on communist investigations in the industrial Midwest; two years as an administrative assistant to J. Edgar Hoover on FBI headquarters staff in Washington; and almost four years on general FBI cases in various parts of the nation.

In 1951, Smoot resigned from the FBI and helped start Facts Forum. On Facts Forum radio and television programs, Smoot spoke to a national audience, giving *both sides* of controversial issues.

In July, 1955, he resigned and started his present independent publishing and broadcasting business — a free-enterprise operation financed entirely by profits from sales: sales of *The Dan Smoot Report,* a weekly magazine; and sales of a weekly news-analysis broadcast, to business firms, for use on radio and television as an advertising vehicle. The *Report* and the broadcast give only *one* side in presenting documented truth about important issues — the side that uses the American Constitution as a yardstick. The *Report* is available by subscription; and the broadcasts are available for commercial sponsorship, anywhere in the United States.

If you think Dan Smoot is providing effective tools for Americans fighting socialism and communism, you can help immensely — by helping him get more customers for his *Report* and broadcasts.

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